



**KINGDOM OF SAUDI ARABIA**

Ministry of Islamic Affairs, Endowments,  
Da'wah and Guidance

King Fahd Glorious Qur'an Printing Complex

**Information and Communication  
Technologies in the Learning,  
Teaching and Spreading of the  
Glorious Qur'an**

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Symposium on  
**THE GLORIOUS QU<sup>ʾ</sup>RAN AND  
CONTEMPORARY TECHNOLOGIES**  
(Information Technology)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## **Introduction**

Advancements in Information and Communication Technologies (ICT) are paving the way for the development of a new breed of services and products in an expanding variety of applications with a profound impact on society. For instance, progress in the field of software applications development is expected to continue, opening new markets while remaining competitive in the currently existing digital arena. The Internet and the World Wide Web (WWW) together form the most significant worldwide network. The importance of the WWW is that it provides a transition in information retrieval whereby users are now able to quickly and efficiently obtain, process and store desired information from anywhere on the Internet. Hence, the WWW provides a powerful tool for data-access and thereby facilitates a transition towards a digitalized information society. It is expected that efforts to convey and propagate the message of Islam and the Word-of-Allah (in the Glorious Qur'an) would benefit in adapting different means of technology including the WWW technology.

The contributions of this study are identified as twofold: first, the paper investigates the use of ICT technologies combined with software applications for propagating and teaching the Glorious Qur'an, and second, it evaluates the effectiveness of digital technologies for serving the Glorious Qur'an. This study first investigates a number of recent software applications and services from the web for use on PCs, in addition to exemplar software applications intended for standalone hardware devices, such as the digital Qur'an, Pocket PC, digital audio/recording, etc., then the study surveys potential users of relevant IT technologies in order to evaluate the effectiveness (from a user-perspective) of such technologies for serving the Glorious Qur'an through the propagation and educational/teaching purposes.

## Motivation and Overview

Islam is the religion of knowledge. The first verses of the Qur'an to be revealed enjoined reading, which is the key to knowledge. Allah (S.W.T) says:

﴿اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ \* اقْرَأْ وَرَبُّكَ الْأَكْرَمُ \* الَّذِي عَلَّمَ بِالْقَلَمِ \* عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ﴾ [علق: ١-٥]

“Read! In the Name of your Lord Who has created (all that exists). He has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen. He has taught man that which he knew not” [The Noble Qur'an, 96:1-5].

Allah (S.W.T) created man and provided him with the tools for acquiring knowledge namely hearing, sight and wisdom. Allah says:

﴿قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ﴾ [الزمر: 9]

“Say: “Are those who know equal to those who know not?” It is only men of understanding who will remember (i.e. get a lesson from Allah's Signs and Verses)” [The Noble Qur'an, 39: 9].

Islam calls us to seek knowledge. The prophet (peace be upon him) made seeking knowledge compulsory upon every Muslim. (فريضة على كل مسلم) (طلب لعلم) (Long et. al., 2004), (Mumtaz, 2008) . Islam calls us to learn all kinds of beneficial knowledge. Knowledge brings a great reward. The one who points the way to something good is like the one who does it. When the knowledgeable person dies, his reward with Allah (SWT) does not cease, rather it continues to increase so long as people benefit from his knowledge. Allah (S.W.T) says:

﴿يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ﴾ [المجادلة: 11]

“Allah will exalt in degree those of you who believe, and those who have been granted knowledge.” [The Noble Qur'an, 58:11]

Learning and using technology in seeking knowledge is highly recommended for every Muslim in this era and age of technology where it is part of all aspects in our lives. Technology is used all around us at homes, schools, in the space above us, on land, and under water. There is no place on this earth where technology has not been utilized. Many fields of study

have incorporated means of technology to serve the purpose in teaching and propagating knowledge. Similarly, technology has been used in teaching Islam and the Qur'an to Muslims around the globe. With the invention of the Internet, the serving of the Qur'an through technology has increased significantly and with the invention of portable gadgets more and more technology is used for the purpose of teaching, learning and propagating Islamic knowledge. Technology can be referred to as a sword with two edges; it has the good and the bad, but as Muslims we should benefit from technology to learn, teach, serve and defend the religion of Islam.

The success of digital Qur'an distribution is derived from several key ICT advantages that include: the emergence of the World Wide Web (WWW) technology and the consequent proliferation of Islamic websites, the development of Islamic software for purposes of Islamic education/propagation and the popularity and portability of digital handheld products. Evidently, ICT-based technology can provide a solid platform for teaching and spreading Islamic knowledge to a broader audience. Mohd. *et. al.* in (Muhd Rosydi & Marjan, 2003) discusses how services and applications offered by the technology can be utilized efficiently in order to distribute and increase the level of understanding of Islamic knowledge. A central theme in this paper is to explore how such ICT technologies may be employed to provide effective mechanisms for spreading and teaching the Glorious Qur'an.

ICT offers various applications and technologies that are used to facilitate many daily activities. The Internet, and the WWW technology in particular, present the most significant application of ICT technology in the information-age whereby users easily and rapidly access, process and store vast amounts of data from any location worldwide. Hence, the WWW presents an effective mechanism by which Muslims worldwide are able to collect, exchange, share and spread information about Islam (Muhd Rosydi & Marjan, 2003). Digital Qur'an text, recitation and translation are just some examples of the distribution of Islamic knowledge (Noordin & Othman, 2006). Furthermore, online and offline multimedia applications that include audio, video, graphics and animations, may be employed as an alternative approach for the digital distribution of Islamic knowledge. Multimedia provides an alternative to the common text-based format, thereby supporting enhanced approaches for data presentation and distribution. Finally, the popularity of handheld portable digital devices has increased tremendously over recent years. According to Sun Microsystems, "... There are now 2.7 billion mobile phones in use. Between January 2001

and December 2010, our global society will have transformed from one where 13% carried a mobile phone, to one where 70% carry one. ..., thirty countries had already exceeded 100% per capita cell phone usage” (Winger, 2008). This increase in portable mobile device use presents yet another mechanism for the teaching and spreading of the Glorious Qur’an. In short, the information-age has witnessed the Glorious Qur’an in its various forms (e.g. textual, audio or translation) exploring a new mechanism to reach its users, as a consequence of users adopting the new ICT technologies.

### **Using ICT in Teaching & Spreading of the Glorious Qur’an**

Whereas the previous section touched on the main ICT applications used in the teaching and spreading of the Glorious Qur’an, this section analyses how the various technologies can be used effectively for the desired purpose followed by a discussion of some obstacles and challenges in the adoption of ICT in the wider user-community.

The WWW technology has emerged as a clear leader in ICT applications, as evidenced by its enormous user-numbers. The WWW technology enables fast and convenient user-access to obtain data from a variety of sources on the Internet, which are then retrieved and displayed on the user’s web browser in various formats including: text, audio, video, etc. Therefore, the WWW provides an efficient mechanism for information-sharing between millions of worldwide users.

The development of cheap and convenient computer programs for various applications has increased in popularity. Consequently, increasing user-numbers are able to obtain computer software/programs containing digital Qur’an text, audio and other forms of multimedia for teaching the Glorious Qur’an. Such programs are made available for sale/distribution on CDs or as downloadable multimedia applications, which are then executed automatically through a simple guided installation process. Hence, the use of convenient easy-access, cheap or free software products result in a rapid increase of such software users countrywide, and thereby provide a mechanism for spreading and teaching the Glorious Qur’an.

An alternative mechanism for digital Qur’an distribution has become evident with the use of portable digital devices. Portable digital devices that enable the spreading and teaching of the Glorious Qur’an include: laptop computers, handheld digital-Qur’an, portable digital assistants (PDAs), mobiles, handheld iPods, MP3/4/5 players. The handheld digital-Qur’an is dedicated for teaching Qur’an through multimedia recitation, visual text

displays and translation, whilst the remaining technologies facilitate the teaching of the Glorious Qur'an following software installation. Advantageously, portable digital devices allow users to read/listen to the Qur'an while on the move thereby removing the restriction of a single static environment.

Having discussed a number of mechanisms for spreading and teaching the Glorious Qur'an, it remains important to consider the main challenges and obstacles pertaining to the use of the aforementioned ICT applications. One of the most significant challenges of potential ICT application users is identified by the high rate of ICT illiteracy. Clearly, ICT incompetency can hinder one's ability to effectively access and use the technology. Comprehensive and integrated curriculum is required at all educational levels to produce ICT competent graduates who are able to benefit from the ICT advantages in an increasingly competitive world (Muhd Rosydi & Marjan, 2003).

The challenge of ICT illiteracy is followed by the problem of poor/limited Internet resources/connectivity, particularly in the developing world (Muhd Rosydi & Marjan, 2003; Internet World Stats, 2008). Evidence concludes that a degree of relation exists between these two obstacles (Internet World Stats, 2008). Table 1 shows the Internet usage growth by continent from the year 2000 to 2008, the ratio of user numbers in each continent to the total number of world users and the user-penetration ratio for each continent (i.e. the user proportion of the continental population).

Table 1: Summary of Worldwide Internet Usage Statistics by Continent (Internet World Stats, 2008).

<b>World Regions</b>	<b>Population (2008 est)</b>	<b>Internet Usage (latest data)</b>	<b>Percent Population (Penetration)</b>	<b>% Usage (World)</b>	<b>Usage Growth 2000-2008</b>
<b>Africa</b>	955,206,348	51,065,630	5.35%	3.50%	1031.2%
<b>Asia</b>	3,776,181,949	578,538,257	15.30%	39.50%	406.10%
<b>Europe</b>	800,401,065	384,633,765	48.10%	26.30%	266.00%
<b>Middle East</b>	197,090,443	41,939,200	21.30%	2.90%	1176.8%
<b>N. America</b>	337,167,248	248,241,969	73.60%	17.00%	129.60%
<b>Latin America /Caribbean</b>	576,091,673	139,009,209	24.10%	9.50%	669.30%
<b>Oceania/ Australia</b>	33,981,562	20,204,331	59.50%	1.40%	165.10%
<b>WORLD TOTAL</b>	6,676,120,288	1,463,632,361	21.90%	100.00%	305.5%

The evidence from Table 1 reveals that the lowest Internet penetration is found in Africa and the Middle East, suggesting that the lowest user-penetration statistics account for the high ICT/Internet illiteracy found in those continents. Such findings are partly due to the fact Africa, Asia and the Middle East include many developing countries with a poor telecommunications infrastructure. Therefore, an increase in competition in the telecommunication markets within those countries would be expected to provide increased Internet connectivity at more affordable prices.

Finally, the English-language presents a barrier to a significant portion of the potential user-community who may be unaffected by the ICT illiteracy



or limited resources. This problem is more relevant with technologies which rely on English with no further translation options, in addition to those countries with lower significance given to English-language proficiency and education (Muhd Rosydi & Marjan, 2003). The next section discusses the methodology used to identify how users perceive ICT technology for teaching and spreading the Glorious Qur'an.

## Methodology

A semi-structured questionnaire survey, Appendix A, was distributed as paper copies and by email as an electronic format. The survey was conducted to discover the prevalence of technology to the learning, spreading, and teaching of Islam and Qur'an. Before the survey was conducted it was piloted to five subjects and three interviews were conducted. The participants were asked to comment on the clarity of the survey. After an in depth literature review, a semi-structured survey was designed as a tool for data collection. The participants were encouraged to give any comments they feel are relevant to the study. This survey study was also supported by a phenomenological approach with semi-structured interviews carried out with some participants in order to consolidate some of the findings that were observed from the surveys.

The response rate of the survey conducted by distributing hard copies was 50.7% (38 out of 75). On the other hand, the response rate of the survey conducted through email was very poor compared to the distributed hard copies survey even though the authors sent it to all their contacts, living in Western countries, in their email address books. Initially, over seventy emails were sent to contacts in the U.S.A., Canada, England, Australia and Malaysia. Several of these contacts did their share by only forwarding this survey to their contacts and sending a carbon copy email, cc, to the authors. The survey was designed as a form where the participants have to fill in blanks, select (by ticking) yes/no answers, choose the appropriate item from menus and provide comments in writing for some questions. An email address, **Qur'an\_survey@yahoo.ca**, was created for the survey through which the electronic surveys were returned. The responses from this email survey was very poor even though people were contacted personally by email and telephone more than once reminding them to take a few minutes to help in this study. Unfortunately, only 6 subjects participated in filling this electronic survey and returned it by email. All electronically returned surveys were from female participants only. This shows that males were very reluctant to participate in this electronic survey even though the purpose of the survey was clearly mentioned in the introductory paragraph provided with the survey.

### Analysis and Evaluation

During the analysis phase, it was communicated to the authors that the survey was too long to fill and people are too busy to fill the surveys unless participants are provided with incentives (i.e. participants are paid for their participation) The participants might have been discouraged from attempting to fill the survey because it contained several open answer questions where they have to provide their answers or comments in writing, such questions were not easy to design in multiple choice questions format since the study's purpose is to investigate the point of view of the participants in these cases. It was found that at least 40% of the participants did not attempt some of these questions because they might have to search for the answer, such as a website address or they do not have the interest to respond to such questions.

From both surveys conducted, it was noticed that 84.2% of the participants are between the ages of 20 and 50, 44.7% females and the minimum completed education level was a high school diploma. All of those who only earned a high school diploma are currently working on getting their Bachelors degree. 76.3% of the participants have a 2-year college diploma, bachelor or graduate degree, which shows that most of the participants are highly educated. 94.7% of the participants reported that at some point in their life they lived in a Muslim country for more than 6 months.

The participants of the survey were from different countries around the globe. The origin of the participants according to their birth were from the following countries: USA (13), England (6), Algeria (2), Guyana (2), Mexico (2), Tunisia (2), Yemen (2), Austria (1), China (1), France (1), Fiji (1), India (1), Indonesia (1), Saudi Arabia (1), Syria (1) and one additional participant who did not respond to this question. The number between parenthesis indicates the number of participants. On the other hand, most of the participants are citizens or residents of countries other than their countries of birth some of these countries whom the participants are citizens of or lived in for over 10 years are: Australia, Canada, Germany, New Zealand, and Japan.

It is clearly seen that the study investigated the effect of technology in the spreading and teaching of the Glorious Qur'an. 42.1% of the participants were reverts to Islam and only 18.8 % of those reverted to Islam, two were Christians and one was an atheist. Those participants had mentioned that technology had a role in them becoming Muslims. This shows that technology can be utilized to help in the spreading of the word of Allah and it can influence others to learn, study, and understand Islam and Qur'an. The objectives of this study are to get a Western-Muslim perspective on how

technology is helping in the da'wah process, what kind of applications are available in supporting this process and if any further improvements are needed in making technology a tool in the spreading and teaching of Islam and Qur'an.

The survey asked the participants how much from the Qur'an they had memorized. From the 84.2% (32/38) who responded to this question, 87.5% memorized less than ten Chapters of the Qur'an from whom 53.8% memorize only a Juz (part) or less and only two of the 38 participants (5.3%) memorized the whole Qur'an. This shows that very few of the participants have access to a sheikh/teacher to study and learn Qur'an especially in the West as was reported by some of the participants. It was also observed that 78.9% of the participants used some sort of technology to help them in memorizing some verses from the Qur'an. Some of the technologies used in assisting in memorizing the Qur'an include: the Internet, CDs, DVDs, cassettes, MP3/4/5, mobiles and iPods.

The participants were asked if the internet/software or handheld/portable technologies are more appealing/user-friendly than traditional methods, from the data collected it was seen that the participants were evenly distributed (50-50%) on this issue, 34.2 % responded with Yes, 34.2% responded with No, 21.1% responded with yes/no (maybe) and 10.5% did not respond to this question. The participants over the age of 50 (10.5%) all share the opinion that technology is more appealing to the young generation than the older generation. Most of the participants who do not think that technology is appealing compared to the traditional methods agreed that it is not easy to learn the Tajweed (the rules of reading the Qur'an) from a tape or a CD through listening only they believe there should be a sheikh/teacher to correct the mistakes and how the letters are pronounced. As one of the interviewed participants stated, "من كان شيخه كتابه كان خطؤه أكثر من صوابه".

meaning that - he who considers his book as his sheikh (referring to any means to learn the Qur'an other than a sheikh or a teacher) makes more mistakes than expected. Others stated that information from websites are not authentic and most websites do not provide the references and the source of information they present, human contact and emotions cannot be replaced by computers, and that technology devices are not appealing because they cause strain on the eyes and often require close proximity. In other words, technology can help you memorize the Qur'an, but it does not correct your mistakes and should only be used by people who have sufficient knowledge to avoid falling into any memorization mistakes.

However, those who believe that technology is more appealing and user-friendly than traditional methods stated reasons, such as convenience, easy to carry, easy to handle, easy to store, interactive, plenty of information, can be shared and dispatched to other users easily and quickly. Those who believe that both traditional and technological methods should be used together, stated that for the purpose of memorization technology can be used, but for teaching and correcting mistakes a sheikh/teacher should be the best choice if you can have access to one, which is greatly needed in the West. Therefore, Internet technology and traditional methods are important, but without following the traditional ways we cannot benefit from other methods.

The response from the participants varied when asked what is the most widely used technology. Over 25 different technologies or products/applications were cited that include: websites for companies providing Islamic gadgets, the Internet, mp3, videos, cassettes, Qur'an explorer, Alqari, Harf applications... etc. This shows that for those who prefer technology over traditional methods, the Internet was one of the mostly reported effective technology followed by mp3 and CD software applications such as: المكتبة الشاملة، القاعدة النورانية، سلسلة أهل الحديث والأثر. As is the case with any technology, they are not perfect and improvements are still required. There were many suggestions for new applications and improvements to such technologies, which include:

- 1- Authentication of Islamic websites with specific approved certificate logos are needed to guarantee the content is authenticated by a trustworthy Islamic organization. Most of the websites do not provide the source of the information they present also most websites do not have opinion polls for the users to submit their feedback. Adding such features should improve the website functionality, quality and reputation.
- 2- Setup and installation needs to be fast and easy to accommodate users from different ages and backgrounds.
- 3- Design easy to use gadgets especially for old people who may not be able to read or write as it is observed during the pilgrimage season (Hajj) too many old pilgrims do not know how to use a mobile phone. A suggestion is to design voice operating devices.
- 4- Provide compatibility between different devices from different makes and models so applications can be installed on devices across the board.
- 5- Design more user friendly devices and applications for mobile phones such as Qur'an applications with variable recitation speed, Tajweed and Tafseer options.

- 6- Design applications for women with female voice.
- 7- Provide video recitation of the Qur'an from which it will be better to understand Tajweed by following how the mouth of the reciter is moving.

The Internet is considered the most effective tool in educating and spreading information about Islam. The survey asked the participants to list the Islamic websites that they frequently access. Appendix B. shows the list of all the Islamic websites compiled from all the surveys returned. Many of the Islamic websites provide links audio/video lectures, Qur'an, Islamic songs (nasheeds), e-books about Islam, articles, Islamic flash applications, chat rooms, information on Halal food, fatwa, marriage services, Qur'an radio, shopping stores, prayer times, Arabic online courses .....etc. Also many Islamic websites provide specific sections or corners for Muslim kids. The Internet is not limited to any group of people and both Muslims and non-Muslims can access these websites to learn more about the religion of Islam and clarify any misconceptions about Islam; therefore, it is a responsibility upon the shoulders of Muslims to educate each other about the trustworthy websites. Islamic organizations should take the initiative to study how websites can be authenticated or certified in order to provide information that is free of any misconceptions or anti-Islamic information.

To conclude this section it is the responsibility of the authors to present some of the interesting comments received through the survey to provide some sense of how the participants view technology for the purpose of teaching and spreading the Glorious Qur'an. The following quotes clearly state the points of view of most of the participants who use any sort of technology to learn about Islam or memorize Qur'an: "The digital age has all of us hooked directly or indirectly and its appeal and use is for both young and old. As Muslims we should use the Internet/software etc. to our advantage by providing the correct Islamic knowledge within Shariah to Muslims and nations worldwide", "efforts should be spent in raising awareness among young Muslim generation to utilize technology to promote Islamic teachings and values and use these tools to listen to Qur'an and Islamic programs instead of wasting time in useless, unbeneficial things," and finally "...Technologies form part if not most of our lives in this present day. So it's up to us as Muslims to jump into the 'Digital Bandwagon' and provide a Shariah compliant service to aid in informing Muslims and provide a research source for both Muslims and non-Muslims, to act as a da'wah tool and to clear misconceptions on Islam."

## **Conclusions**

Information and communication technologies (ICT) play an essential role in today's information-age in order to provide a distributed platform for digital Islamic educational software distribution in a timely and efficient manner at low costs. The Internet and the World Wide Web (WWW) form the most significant technological combination, providing a powerful tool for digitized information access and propagation. Hence, worldwide Muslims are provided with a solid platform for teaching and spreading Islamic knowledge to a broader audience through the exploration of a new mechanism to reach users of the new ICT technologies. This paper therefore aims to investigate the significance and extent of online and offline software applications running on standalone devices and ICT-based technologies followed by an analysis of their benefits and effectiveness for users.

Significant survey analysis results had revealed that 42% of the participants embraced Islam with the influential role of ICT for propagating and teaching Islam. Furthermore, almost 80% of participants had used various technologies for assisting in Qur'an memorization. The participants were evenly distributed concerning the appeal of Internet/software or handheld/portable technologies as compared with traditional methods. Additionally, all participants over the age of 50 shared the opinion that technology is more appealing to the younger generation. On the other hand, the study had uncovered a number of challenges from the user-perspective that include: ICT illiteracy, poor/limited Internet resources/connectivity and the English-language barrier. Finally, the analysis provides suggestions for new applications and improvements to the existing technologies in order to further enhance the user access and experience with Islamic propagation and teaching resources.

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## Appendix A.

### Qur'anIT Survey

Asalam alykum brothers and sisters, this survey is intended for the sole support of an on going research in showing how technology is used in serving or harming the Glorious Qur'an. The research title is "Information and Communication Technologies in the Learning, Teaching and Spreading of the Glorious Qur'an". Please take your time in filling this survey below in order to help us achieve the objectives of this research. It should take you 10 to 15 minutes to fill this survey. Insha'Allah you will be updated on the outcomes of this research when it is completed. Please send the filled survey to the following address Qur'an\_survey@yahoo.ca . Please fill in all the textboxes below (as soon as you start typing more space will be provided) and check the appropriate check boxes for questions with choices.

Please be sure that any information you provide will be confidential and will only be used for the sole support of this research only.

- 1- Place of Birth :
- 2- Gender: ☐ Male ☐ Female
- 3- Age: ☐ 15 to 20 ☐ 21 to 30 ☐ 31 to 40 ☐ 41to 50 ☐ Over 51
- 4- Race:
- 5- Highest level of education:
 

☐ High School
☐ 2- year diploma
☐ Bachelor degree

☐ Master Degree
☐ Ph.D.
- 6- How long have you lived in the West?      Months      Years
- 7- Name the countries you lived in for more than 6 months?
- 8- Have you ever lived in a Muslim Country? ☐ Yes ☐ No  
If yes, specify the country/ies:
- 9- Are you a Muslim by birth? ☐ Yes ☐ No  
If you are a convert: What was your previous religion?
- 10- Where did you embrace Islam?
- 11- When did you embrace Islam?
- 12- Did the Internet/Technology have a role in you becoming a Muslim? ☐ Yes ☐ No
- 13- How much do you memorize from the Qur'an?
- 14- Have you had a teacher/sheik teaching you the Qur'an? ☐ Yes ☐ No  
If yes,                      At what age?                      For how long?  
How much did you memorize?
- 15- Have you used technology to help you memorize the Qur'an? ☐ Yes ☐ No
- 16- If yes, choose what applies to you:
 

☐ Internet
☐ Software applications (CD Rom)
☐ Cassette

☐ Other, Specify:

- 17- If you used the Internet what application have you used to help you memorize, or get more information about Islam?
- 18- Name all applications you used to understand Islam or gain knowledge about Islam?
- 19- What are the Islamic websites you always access? Name as many as you remember:
- 20- Name any external portable devices/software applications that you have used for learning Qur'an or about Islam?
- 21- What would you suggest as the most effective technology for users learning and listening to the Qur'an?
- 22- Indicate any bottlenecks in any technology/software you have used for studying the Qur'an?
- 23- Please, also indicate any suggestions for improvements in any of the technologies that you have used for the purpose of users studying/learning the Qur'an?
- 24- Would you conclude that internet/software or handheld/portable technologies are more appealing/user-friendly than traditional methods? Please provide your reason?
- 25- Additional Comments (please feel free to add any extra comments or information that would help this research).

**Thank you**

## Appendix B.

A list of Islamic websites compiled from the study.

<a href="http://www.islamichouse.org">www.islamichouse.org</a>	<a href="http://www.spubs.com">www.spubs.com</a>
<a href="http://www.almuslim.com">www.almuslim.com</a>	<a href="http://www.islamway.com">www.islamway.com</a>
<a href="http://www.guidedways.com">www.guidedways.com</a>	<a href="http://www.amrkhaid.net">www.amrkhaid.net</a>
<a href="http://www.islamreligion.com">www.islamreligion.com</a>	<a href="http://www.aswatulislam.net">www.aswatulislam.net</a>
<a href="http://www.searchtruth.com">www.searchtruth.com</a>	<a href="http://www.fatawaonline.com">www.fatawaonline.com</a>
<a href="http://www.islamicnetwork.com">www.islamicnetwork.com</a>	<a href="http://www.understand-islam.net">www.understand-islam.net</a>
<a href="http://www.sunnipath.com">www.sunnipath.com</a>	<a href="http://www.muttaqun.org">www.muttaqun.org</a>
<a href="http://www.witness-pioneer.org">www.witness-pioneer.org</a>	<a href="http://www.al-sunnah.org">www.al-sunnah.org</a>
<a href="http://www.imanrush.com">www.imanrush.com</a>	<a href="http://www.islamicfinder.com">www.islamicfinder.com</a>
<a href="http://www.saaaid.net">www.saaaid.net</a>	<a href="http://www.Qur'anexplorer.com/Qur'an/">www.Qur'anexplorer.com/Qur'an/</a>
<a href="http://www.ahlalhdeeth.com">www.ahlalhdeeth.com</a>	<a href="http://www.sultan.org">www.sultan.org</a>
<a href="http://www.islamicboard.com">www.islamicboard.com</a>	<a href="http://www.islamweb.net">www.islamweb.net</a>
<a href="http://www.islamtalk.com">www.islamtalk.com</a>	<a href="http://www.mp3Qur'an.net">www.mp3Qur'an.net</a>
<a href="http://www.jannah.com">www.jannah.com</a>	<a href="http://www.islamqa.com">www.islamqa.com</a>
<a href="http://www.harf.com">www.harf.com</a>	<a href="http://www.islamictruth.com">www.islamictruth.com</a>
<a href="http://www.alim.org">www.alim.org</a>	<a href="http://www.islamtoday.net">www.islamtoday.net</a>
<a href="http://www.al-islam.com">www.al-islam.com</a>	<a href="http://www.youtubeislam.com">www.youtubeislam.com</a>
<a href="http://www.reciter.org">www.reciter.org</a>	<a href="http://www.alminbar.com">www.alminbar.com</a>
<a href="http://www.aswatul-islam.com">www.aswatul-islam.com</a>	<a href="http://www.moezmasoud.com">www.moezmasoud.com</a>
<a href="http://www.abdulrahman.org">www.abdulrahman.org</a>	<a href="http://www.islamunveiled.org">www.islamunveiled.org</a>
<a href="http://www.islaam.com">www.islaam.com</a>	<a href="http://www.alafasy.com">www.alafasy.com</a>
<a href="http://www.islamworld.net">www.islamworld.net</a>	<a href="http://www.islamicity.com">www.islamicity.com</a>
<a href="http://www.understandQur'an.com">www.understandQur'an.com</a>	<a href="http://www.Qur'an.org">www.Qur'an.org</a>
<a href="http://www.troid.com">www.troid.com</a>	<a href="http://www.globalQur'an.com">www.globalQur'an.com</a>
<a href="http://www.islamonline.com">www.islamonline.com</a>	